

JOHN HUSTIS ELEMENTARY SCHOOL

HUSTISFORD,



LEARNING THROUGH INVOLVEMENT

CHECKBOOK

A simulation of money activities in daily life

SANDRA GLEAVES is the teacher-author of **CHECKBOOK**. Sandra has a B.A. and M.A. from the University of Iowa, has taught grades 3 through 6, and is currently a resource teacher in the Iowa City schools. KEVIN GLEAVES, the author of the simulation's computer program, is a data systems manager at the University of Iowa.

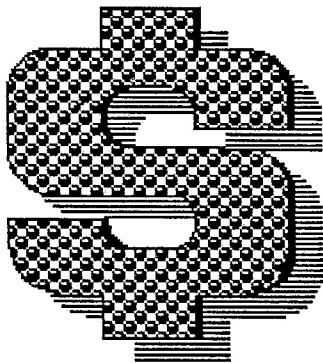
Copyright © 1988
Interaction Publishers, Inc.
(DBA INTERACT) • Box 997
Lakeside, California 92040
(619) 448-1474

Table of Contents

- 1 **Teacher Guide:** Purpose, Overview, Setup Directions, Other Applications and Extensions, Computer Banking Program
- 9 **Activity 1:** Setting up Checking Accounts
- 11 **Activity 2:** Paying Housing Costs
- 14 **Activity 3:** Paying Food Costs
- 17 **Activity 4:** Paying Insurance Costs
- 19 **Activity 5:** Paying for Transportation
- 22 **Activity 6:** Paying for Utilities
- 24 **Activity 7:** Paying for Clothing
- 26 **Activity 8:** Paying for Recreation
- 28 **Activity 9:** Paying for Paper/Health/Hygiene Items
- 30 **Activity 10:** Reconciling the Checkbook with the Bank Statement
- 32 **Appendix 1:** Job Application Form
- 33 **Appendix 2:** Every Day Living Cards
- 36 **Appendix 3:** Health Cards

Teacher Guide

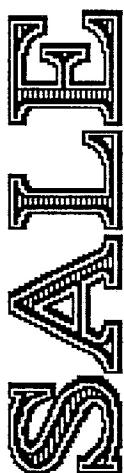
Purpose



CHECKBOOK is an exciting simulation game that involves the student in true-to-life situations dealing with money management. Students will be delighted with their monthly paychecks and will learn to manage their money wisely. Many math concepts are readily reinforced with this simulation, including addition and subtraction, estimation, rounding, percentages, averaging, decimals and place value, and mental arithmetic. The importance of accuracy is stressed at all times. The teacher is able to pick and choose which parts of this game will be used. **CHECKBOOK** also provides for related work in other content areas, especially Science, Language Arts, and Career Education. Finally, **CHECKBOOK** gives students an opportunity to understand why budgeting is necessary and to appreciate the efforts of their family when dealing with money situations.

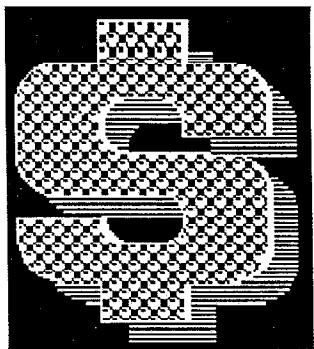
Overview

The following pages contain activities to be used with **CHECKBOOK**. Activity 1 and Activity 2 should be done around the first of each month; and Activity 10, at the end of the month. The other activities can be used as teacher time and student interest dictate. Don't try to do too much at first. Students will let you know when the scope of the game should be expanded. Often they will be asking to do something that will be coming up in a future lesson. Activities have been most successful when they have been initiated after students have inquired into the matter.



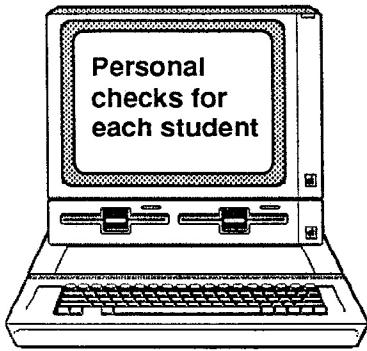
We have found, also, that activities are often most rewarding if integrated with other academic subjects as well as math. Certain activities are noted as paralleling other subjects. The classroom teacher can often think of additional activities by analyzing a lesson and asking, "How

does one handle this in real life?" For example, a few minutes writing checks after a health, science, or social studies lesson can make a lasting impression of the lesson.



At the end of most activities are master copies of the forms needed for each activity. These forms are designed to be run through your school copier. In addition, the Disk Program has instructions for making your own masters of personalized checks, deposit slips, and bank statements for each of your students. Finally, at the end of some activities are picture pages that can be used when developing centers or making bulletin boards.

Setup Directions



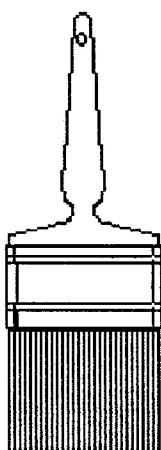
1. Using **Checkbook's** disk as well as your Apple computer and printer, make up a Pay Check master that uses your school name as a "bank." (For example, **RIVERVIEW SCHOOL NATIONAL BANK.**)
2. Then make up personal checks and balance sheets for each student. Although the program will run as many checks per student as you request, we recommend you make only one "master" per student containing a personalized check form, deposit slip, and balance sheet. Be careful to align the top of your paper correctly with your printer.
3. The above procedure then allows you to use a school copier and duplicate the necessary forms much faster than the standard Apple computer and printer will make them. From here on, you can use the master forms found with each exercise for copying purposes.
4. Finally, you might consider training two of your better students to be "bankers" and teach them to run the banking program on the computer. (See **Computer Banking Program** instructions found on page 6.)

Other Applications and Extensions

Consider paying your students in points (that is, in dollars) for all the work they do...



1. Although the initial setup does not call for combining student pay with student work, it is a possibility you might consider, particularly with older students. This procedure involves using a point reward system for each assignment regardless of subject matter, with each point being worth one dollar (or some multiple, thereof). Then, every assignment can be translated into the "pay" a student receives and put into the banking system. This, of course, is more realistic than giving each student the same amount at the beginning of each month (as the standard procedure calls for), but it may have damaging psychological effects on your slower students. Naturally, you have to be the judge in deciding which system is best suited for your students.
2. As the simulation progresses, students may ask how they can increase their salary beyond what you have set up. This question can be handled in different ways.
 - a. You can give the students a cost of living raise. This raise can be determined to be a certain percent of the base salary, and you can ask your students to figure the amount of the raise and the new salary figure.
 - b. Students may apply for jobs which you will post. (See JOB APPLICATION FORM in Appendix 1. You may also want to place a HELP WANTED poster on your bulletin board.) These jobs may include cleaning, reading to younger students, helping in the library, tutoring, making things for the room, etc. To use this method, post the jobs available as indicated above. Include qualifications desired and the pay to be received. State how long the job will last and when applications must be in. Have job application forms available for those students who are interested. Initially discuss with the class the importance of describing your qualifications on the application form. Explain that thoroughness and neatness count. Explain that those who appear best qualified will be called for an interview and a person will then be



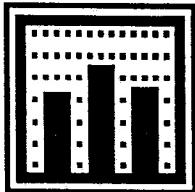
chosen for the job. The interviewer should be the person for whom the job will be done, who is not necessarily you. In our past use the principal has interviewed students for school cleanup jobs, the ESL teacher has interviewed for tutors for ESL students, and the media specialist has interviewed students for library positions. Also, the music teacher has interviewed student musicians to perform at a Valentine's Day party given in the kindergarten class. Many other ideas will present themselves as the game progresses. The application and interview process are taken very seriously by students as they practice job skills needed later in life.

- c. Students may increase their salary through furthering their education. Short courses can be offered to students during the noon hour or before or after school. A fee may be charged (to be paid by student check) for these courses as you see fit. These courses should not be merely busy work, but should capitalize on student interests that may not necessarily be handled in the regular course of instruction. Perhaps a course in a foreign language or one that works on electric train motors would be appealing. Perhaps there is someone to teach pot throwing or weaving to your students. Use anyone who is available and can offer their expertise in a certain area. (Often parents or retired persons in your area will be eager to do this.) This method emphasizes how increasing one's education often increases one's wealth.
3. When students have played **CHECKBOOK** for several months, they may have a little "cushion" in the bank. A math lesson could deal with having students redo their bedrooms. Have them repaint the walls, figuring the total surface area, the amount one can of paint will cover, the number of cans needed, and the total cost. Have them put new carpeting on the floor, figuring the square yardage needed and the total cost. Also have them make new curtains for the windows, figuring

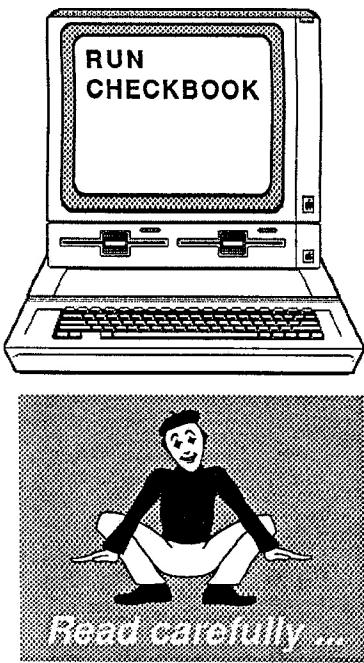
yardage needed and the total cost. You could also have students make a to-scale floor plan of their bedrooms, showing furniture placement. (**Interact** also publishes a simulation called **DESIGN**, which provides this application for a whole house if you want to expand the exercise into a unit.)

4. Students who are able to save can plan a small vacation. Have them research bus, train, and airline schedules and figure relative costs. Have them determine the different time zones they will be traveling through and how long it will take to get where they plan to go. Have students determine what to pack that will be appropriate and purchase any items specifically needed for the trip.
5. After several months, students will know whether or not they have some money to play with. Some students may want to buy pets, clothes, toys, or presents for others. This is acceptable as long as there is enough money in the bank to cover such expenses.
6. If time permits, occasionally pull cards from the Every-day Living File. (These are on the Appendix 2 Master and can be copied and cut apart for play. They are also in a text file on the computer disk, which enables you to add items if you wish.)
7. Some students may be interested in investing some of their money in stocks and bonds. Arrange for a stock broker to come in and talk to those students. This person should explain how the stock market works, how to read the daily quotes in the paper, how to figure which stocks might be a good purchase, how one goes about purchasing these stocks, and what transaction costs will be. Have students keep track of the price of the stock that they purchase. (**Interact** also publishes a simulation called **STOCK MARKET**, which teaches these details by having students participate directly in buying stocks listed in the newspaper if you wish to expand this instruction.)

VACATION



Computer Banking Program



Warning: After entering your school information, do not use Selection #1 again. If you do, you will erase ALL information that you previously entered.

Suggestion re: Selection #3: The programs on the print menu are set up to print 3 checks, 3 deposit slips, or 3 bank ledger sheets with each choice filling one eight and one-half inch sheet to facilitate use on a copier. We recommend that you make masters for the 3 forms for each student.

Introduction: All instructions are presented on the screen in easy-to-follow fashion so that relatively bright students can run the program. However, we present an overview here in order for you to get an idea of what the program does.

1. Type **RUN CHECKBOOK** to get main **MENU** to display sub-menu **SELECTIONS**. Most of these selections have "Help" message displays which you can get by pressing 8.
2. **Selection #1** is used to enter your school information. This information will be used in all subsequent processing as though it were the bank containing your students' deposits. You normally will enter this information only once, unless you wish to start all over again. See item 9, page 8, on erasing data.
3. In **Selection #2** you enter information about each student so that personalized checks, deposit slips, and end of month statements can be printed. Each student receives his/her own account number, which sets up a data file for that student's name. Once entered, a student's name can be changed, but not deleted, because such deletion would corrupt the data file. However, if a student leaves your class and a new student enters, you can give the new student the old student's account number.
4. You use **Selection #3** to actually print the checks. We recommend you make up personalized masters with your printer and then use your school copier. (See suggestion at the left.) You can use your printer, however, for all your checks if you wish. (This process will take quite some time, but it has the advantage of numbering the checks consecutively whereas your students will have to do this for themselves if you run the checks through the copier.)

You can use grade points as "salary," or you can use community averages unrelated to student work.

Have student bankers follow this procedure exactly in order to avoid corrupting the data files.

Do not run the two END OF MONTHS without entering new data after running Selection #1. If you do, the program will "boot out" and you will have to start over.

5. Next, do Activity #1 with the students. When finished, award them with a "salary" to deposit. Have them give these deposits to the bankers (if you are not going to be the banker). The bankers then put a paper clip on each deposit slip. *Do not use the computer yet.* Now do Activity #2. Have students pay their housing costs with checks which you can then give the bankers. Also reward students with their second "salary" and have them deposit this money with the bankers. *For each student* have the bankers paper clip the student's checks and second deposit slips together with the student's first deposit slip.
6. Have the bankers choose Selection #4 from the main **MENU**. Then, have them run Selection #1 from this sub-menu to clear any previous data. The bankers next enter each student's total activity separately. *Do not mix students' entries.* (The program actually will allow this mixing, but our experience has been that student bankers will often enter erroneous account data. Such a mistake corrupts the data file, necessitating that you start over again -- completely.) Although the Verification step is an option that requires extra time, we recommend you use it since it does insure accuracy.
7. Once all student banking data has been entered, have bankers run the END OF MONTH program, **Selection #1 again** to clear the previous month's data with the exception of each student's running balance. Follow the procedure in numbers 5 and 6 above through the next "month's" activities. When finished, repeat the procedure as stated in this step.
8. Finally, **Selection #6** of the main **MENU** allows you to print out the HEALTH CARDS and EVERYDAY LIVING CARDS in case your master becomes lost. You can also add to this list if you know how to program in Apple Basic.

9. Once you have finished CHECKBOOK and you wish to start over again completely with a new class, do the following:

- At the [] prompt, type **CATALOG**.
- Then type **DELETE NAMES** to clear the NAMES files.
- Finally, type **DELETE CHECKS** to clear the CHECKS files.
- Re-enter school information, and you are ready for a new class.

Activity 1: Setting up Checking Accounts

Objectives:

Students will be able to do the following:

- correctly fill out checkbook balance sheets
- correctly record deposits

Materials:

- checkbooks and balance sheets for each student
- transparency of balance sheet
- deposit slip for each student
- overhead projector and overlay transparency pens
- student paychecks made out for an amount appropriate for your region and sufficient for as much of the simulation as you plan to use

Procedure:

1. On the first day pass out student checkbooks and balance sheets. Pay students their first month's paycheck. (All students receive the same pay unless you use the option explained in the Extension Section. One thousand dollars per month is an easy figure to work with, but \$2,000 would be more realistic for most areas.)
2. Demonstrate on the overhead how this pay is to be recorded in their checkbook on the balance sheet. (New balance sheets will be used for each month so fill in the name of the current month.)
3. Check to make sure everyone has recorded correctly.
4. Tell students that they will need to determine how they want to write their name on their checks. Explain that the signature must be the same each time so they need to decide how they want their name to be seen. Suggest that they use full first names, initials, etc.
5. When students have decided on their signatures, have them endorse the back of their checks with "for deposit only" and their signatures, all in cursive.
6. Pass out copies of the deposit slip and explain how to fill out the slip to match the paycheck amount.
7. Have students turn in their deposit slip and paycheck to you (the bank) to deposit their money into their account.
8. Tell students that they will be paid each month. Explain paychecks will be given the first of every month.
9. Explain also that they will need to pay for living expenses out of this money. Their job will be to manage their money wisely so that they have enough to cover their expenses. Some may have enough for extras; some may not. They will be budgeting for a family the size of their immediate family.

Evaluation:

Students will have done well if they have accomplished the following:

- recorded paycheck amount in the balance sheet's appropriate place
- determined their signatures
- endorsed their paychecks appropriately
- filled out their deposit slips accurately
- deposited their paychecks with you

Extension:

A Language Arts application that you can do is to use **number words** as a spelling list. (A suggested one follows, but you may desire to use your own list.) Students will readily see the need to learn to spell these words since they have to use them while writing checks.

Basic			Advanced
one	eleven	thirty	one hundred thirty-one
two	twelve	forty	two hundred forty-four
three	thirteen	fifty	three hundred fifty-five
four	fourteen	sixty	four hundred sixty-eight
five	fifteen	seventy	five hundred seventy
six	sixteen	eighty	six hundred eighty-one
seven	seventeen	ninety	seven hundred ninety-nine
eight	eighteen	hundred	eight hundred eighteen
nine	nineteen		nine hundred ninety-nine
ten	twenty		

Activity 2: Paying Housing Costs

Objectives:

Students will be able to do the following:

- select housing appropriate for their imaginary family
- fill out a rent check neatly, completely, and accurately
- accurately subtract the above check amount from a balance sheet

Materials:

- checkbooks and balance sheets
- overhead transparencies (check form and balance sheet)
- teacher-made chart of housing choices in your area (Use the HOUSING CHOICE CHART master and your local rental ads for guides, though you may wish to use fictitious names.)
- overhead projector and overhead pens

Procedure:

1. Present students with their first bill. Using the actual number of people in their family as a guide, tell them to determine which housing they will pay for.
2. Stress that they will need to choose a place that will accommodate their entire immediate family and be something that they feel they can afford.
3. Conduct an informal discussion concerning what constitutes family needs and wants. Students should be reminded that 1-they will have to pay for other bills out of their paychecks, and 2- that there will probably be little money left for extravagance.
4. Tell students that if it becomes apparent that they have over-extended their budget, they will be allowed to move on the first of the month, but that moving charges will have to be paid.
5. After housing decisions have been made, have students write out the checks to pay the rent. (Checks could be made out to a fictitious housing corporation.)
6. Demonstrate on the overhead how to record this check and how to subtract its amount from the balance.
7. Then show students how to actually write out the check, using the overhead and your check transparency. Explain that they should number the checks in sequence. Show them how to fill in the date, the amount, and who it is payable to. Explain that everything should be in cursive and that each student should use his/her predetermined signature.
8. After the checks have been written, collect them to be recorded at the "bank."
9. This housing sequence should be repeated once a month, preferably on or around the first of the month.



Evaluation:

Students will have done well if they have accomplished the following:

- filled out their balance sheet correctly
- subtracted rental amount from previous balance
- written their rental check correctly
- used neat cursive penmanship
- used a consistent signature on all checks



Extensions:

1. As mentioned above, at some point you may have students who will want to move to another apartment or house. If this happens, allow them to move on the first of the month but charge a moving fee. Students could determine what this fee might be by calling a truck rental place.
2. If the renter is a student who has a habitually messy desk, you may want to assess a clean-up fee before they are allowed to move.
3. New apartments can be found by having students research the classifieds for rental units. When they have found one that meets their needs, have them bring the ad to school and staple it to their rent check. This can then become the monthly rent that they pay.
4. Use the number words during cursive practice. Students will see the need to have their checks legible.

Housing Choice Chart

(Teacher-made to reflect local conditions)

Apartment

	(name)	Monthly Rental
Studio bedroom	\$ _____	
2 bedrooms	\$ _____	
3 bedrooms	\$ _____	

Condominium/Townhouse

	(name)	Monthly Rental
1 bedroom	\$ _____	
2 bedrooms	\$ _____	
3 bedrooms	\$ _____	

Single Homes in Sub-Divisions

	Monthly Payment
2 bedrooms	\$ _____
3 bedrooms	\$ _____
4 bedrooms	\$ _____

Single Homes in Sub-Divisions

	Monthly Payment
2 bedrooms	\$ _____
3 bedrooms	\$ _____
4 bedrooms	\$ _____

Estates (1 acre zoning)

	Monthly Payment
4 bedrooms	\$ _____
6 bedrooms or more	\$ _____

Activity 3: Paying Food Costs

Objectives:

Students will be able to do the following:

- plan a balanced menu for one day and figure the cost to make this meal
- use the cost figure above to determine the week's food bill

Materials:

- copies of MENU PLANNING SHEET for each student
- transparency of MENU PLANNING SHEET
- overhead projector and overlay transparency pens
- food ads
- student checkbooks and balance sheets

Procedure:

1. Have students bring in newspaper grocery ads so that the whole class can plan a day's menu.
2. Using the menu planning sheet, students should write out a breakfast, lunch, and dinner menu that takes into account a balanced diet and uses foods from all food groups.
3. Have students calculate the cost for food this day by using the prices given in the ads. Explain they should average out only the cost of the portion of the food they will be using. For example, if four eggs are needed, calculate the price of one-third dozen eggs.
4. Suggest the students plan for a family of four and to assume that the quantities will be adequate for their individual families. Much discussion will ensue concerning what quantities will be needed to feed a certain amount of people.
5. Provide your students with background information on serving size and nutritional balance. Individual family requirements should be dealt with only after students seem to have a grasp of what constitutes a balanced meal and what amounts are needed for feeding each person.
6. After the total price for food for the planned day has been calculated, have students multiply that figure by seven and use that total for their weekly food bill.
7. Students then write out their checks to their favorite grocery store and record this amount in their checkbooks. Use the overhead to illustrate the example.
8. Have students turn checks in to you to be processed.
9. Repeat this activity once a week.

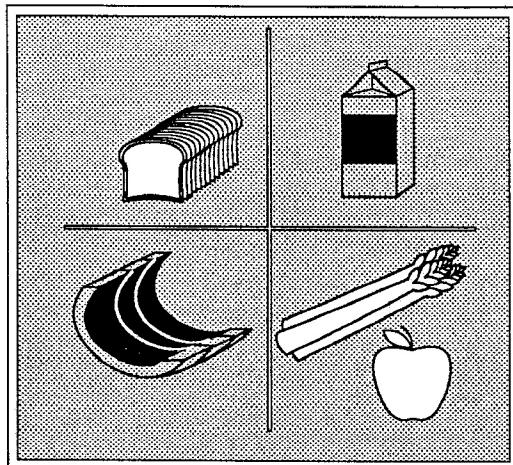
 **Evaluation:**

Students will have done well if they have accomplished the following:

- planned as a group a balanced meal for one day
- accurately figured the price of items to be used
- totaled the food bill for one day and correctly figured the weekly food bill
- correctly filled out the check to pay for this expense and deducted it from the balance sheet

 **Extension:**

1. If nutrition is taught at your grade level this is a good time to cover it. If it is not taught at your level, an overview or review of the basic food groups would be beneficial. (You may wish to use **Interact's** simulation titled **CHOW** if you wish to expand this activity.)



MENU PLANNING

.....
Breakfast items

Cost

.....
Lunch items

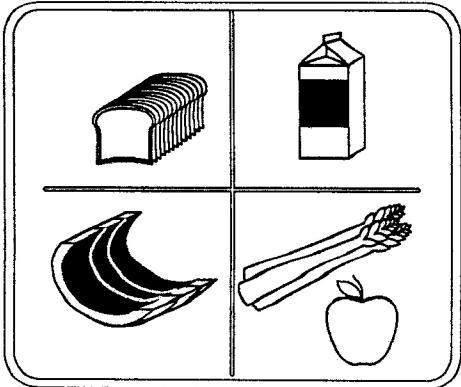
Cost

.....
Dinner items

Cost

Total cost for **one day** \$ _____

Total cost for **one week** \$ _____



**FOUR
FOOD
GROUPS**

Activity 4: Paying Insurance Costs

Objectives:

Students will be able to do the following:

- explain reasons why persons need to buy health insurance

Materials:

- checkbooks and balance sheets for each student
- HEALTH CARDS (duplicated from masters and cut apart)

Procedure:

1. At some point give your students the option of buying health insurance.
2. *Carefully explain the following:*
 - Buying insurance is not a required purchase, but medical needs will arise during the course of the simulation.
 - If the student has health insurance, expenses for the medical needs will be automatically paid by the insurance company. (No deduction is used initially.)
 - If the student does not have insurance, medical bills will be the student's responsibility.
 - In some cases the student may remain healthy during the entire simulation.
 - Health status will be determined by the drawing of HEALTH CARDS. (*A master for these HEALTH CARDS is provided in this Teacher Guide for you to duplicate. A copy of this form is also on the computer disk should this master be lost.*)
3. After giving the above explanation, give your students an opportunity to buy insurance.
4. Students will buy insurance one month at a time, \$50 a month, payable to "Your School" Health Insurance.
5. Assist those students who decide to buy to make out their checks correctly and deduct the amount from their checkbook.
6. Several days after students have purchased insurance, have students pull HEALTH CARDS and act according to what is written on their cards. This activity is fairly quick and can be done several times during the month.
7. Purchase of insurance should be repeated once a month if this activity is used.



Evaluation:

Students will have done well if they have accomplished the following:

- determined if they need to purchase health insurance
- correctly filled out their checks and subtracted that amount from their balance sheet



Extensions:

1. Interested students could research the types of insurance available. The career of an insurance salesman could also be explored. (A father or mother in the insurance business could be invited to speak.)

Activity 5 : Paying for Transportation

Objectives:

Students will be able to do the following:

- determine the type of transportation best suited for his/her family
- make purchases for his/her family based upon the above decision

Materials:

- sufficient copies of TRANSPORTATION MASTER for each student
- a display that contains the types of transportation available, including the cost of a bus pass, an example of taxi fares for the area, and any other public transportation available
- classified ads for cars to be displayed along with colored magazine ads for as many cars and trucks you can get your students to bring in

Procedure:

1. **Note:** *Transportation is another area in which your students are given several choices. This area also provides a great opportunity for students to do some research into what options are available to them. It provides for use of classified ads and other sources.*
2. Tell students they should choose one form of transportation for their family to rely on:
 - They may choose to buy bus passes for everyone in the family.
 - They may elect to take a taxi wherever they need to go. This would be practical perhaps if they live within a short distance of the school and several stores.
 - Students may want to look through the classifieds for a used car to buy outright.
 - Students may want to invest in a new car with a commitment to monthly payments. Car dealerships often run ads that include what monthly payments would be. These ads, obviously, are especially useful.
3. Tell those students who purchase vehicles that they must also purchase auto insurance. Assign several students to research what prices they should expect to pay.
4. Display transportation information in a central area where students can debate the various pros and cons of each method.
5. Discuss all options and give students several days after this discussion to let them look through the information in the center and through the newspapers, etc., on their own.
6. Explain to them that their transportation decisions must be made.

7. After students decide, have them make out checks to pay for the form of transportation that they want. It is a good idea to list each person's choice in the transportation center where everyone can be reminded.
8. Students who purchase transportation must make payments each month.

Evaluation:

Students will have done well if they have accomplished the following:

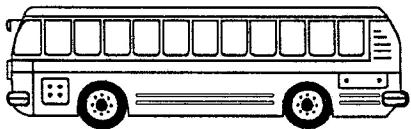
- determined the best form of transportation for their family
- accurately write checks and deduct them from their monthly balance

Extensions:

1. Students may want to change forms of transportation as time goes on. If this involves selling a car, the owner may want to sell the vehicle to another student. The process of title transfer could be explored.
2. Students could look into the difference between liability and collision insurance coverage. They could look at specific situations and determine when each coverage is desirable.
3. Careers in the fields of insurance, auto manufacturing and selling could be explored.
4. For older students, you might obtain an actual car contract from a local dealer and copy it for school use only.

Transportation Choice

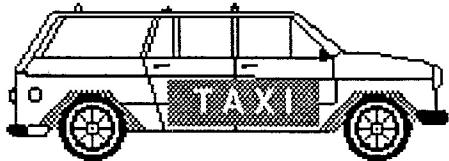
Directions: Pick one of the following choices as your family's main mode of transportation for the month. Fill out the appropriate form and give this sheet back to your teacher.



BUS PASS

Month and year: _____ Bus Company _____

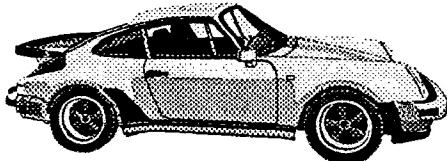
Monthly cost: \$ _____ Signature: _____



TAXI PASS

Month and year: _____ Taxi Company _____

Monthly cost: \$ _____ Signature: _____



CAR CONTRACT

Car Contract with _____ Car Company _____

Name of car: _____ Monthly payment: \$ _____

Year and model: _____ + Insurance per month: \$ _____

Color: _____ Total payment monthly \$ _____

Total value: \$ _____ Signature: _____

Activity 6: Paying for Utilities

Objectives:

Students will be able to do the following:

- calculate the amount to be paid for utilities and phones for their household
- write a check paying the above amount

Materials:

- checkbooks and balance sheets for each student
- samples of local utility and phone bills

Procedure:

1. Once a month students will be expected to pay utilities (gas, electric, water) and phone.
2. Explain to students that this amount can be determined several ways:
 - You may set an arbitrary amount that must be paid by each student. This method should probably be used if it is felt that most parents would not want the class to use their personal bill amounts.
 - The most effective method is to have students find out from parents what the actual utilities run for their family and use this amount.
 - You may take an average of these bills to be used by everyone in the class. This method makes students aware of home budgeting and that realistic figures are being used.
3. After determining which method to use, have students figure the amount to be paid for each utility and phone.
4. Have students total all utilities together and make out checks to "Your School" Utility Company. Students should make out phone checks to "Your School" Telephone Company.
5. Students then record these amounts on their balance sheet and subtract from the balance.
6. After the checks have been written, collect them to be recorded at the "bank."
7. Repeat this activity once a month.



Evaluation:

Students will have done well if they have accomplished the following:

- accurately figured the amount to be paid for utilities and phone
- correctly made out the check for this amount and deducted it from the balance sheet



Extensions:

1. A field trip to visit one of the city utilities or the phone company would provide a means to expanding community awareness and knowledge of career opportunities for the student.
2. Students could determine the cost to make long distance phone calls to designated areas of the country. For example, students might calculate the cost to call their grandmother in Chicago for a three-minute talk.

Activity 7: Paying for Clothing

Objectives:

Students will be able to do the following:

- complete an accurate catalog order of clothing for members of their family (figuring tax and shipping while filling out the catalog order)

Materials:

- table(s) in center of room with catalogs and order forms — or catalogs for each class member
- overhead transparency of order form
- overhead projector and pens

Procedure:

1. Discuss with your students how clothing is essential to a person's well-being.
2. Explain that they will not be asked to purchase whole wardrobes, but will be required to outfit one member of the family each month in a casual or a dress outfit.
3. Provide a selection of catalogs. Try to get multiple copies of the same catalog for your class to use as a group.
4. Explain the use of order forms. Discuss price, weight totals, tax for your state, and shipping charges.
5. Go step by step through the order form with the whole class, using the overhead, a transparency of the order form, and a made-up purchase. Repeat this procedure several times to insure your students understand.
6. If catalog supplies are limited and you feel that students understand the use of the order form, you may want to establish a catalog center, the use of which is required once a month. Place catalogs on a table in the room.
7. Photocopy the order form so that there will be enough for each student. (Sears, Wards, and J.C. Penney all have catalogs that they likely would give you if you asked for the supplementary ones and not the big yearly one. Several large, yearly ones could be placed in the center, however.)



Evaluation:

Students will have done well if they accomplished the following:

- accurately filled out the order form, adding tax and shipping fees to the total
- wrote the correct amount and deducted it from the balance



Extensions:

1. The cost of purchasing through a catalog versus purchasing through a store could be explored.
2. Precede this activity with work dealing with reading tables, charts, and graphs.

Activity 8: Paying for Recreation

Objective:

Students will be able to do the following:

- choose some form of recreation for their family
- take family's interests into account when selecting

Materials:

- ENTERTAINMENT/ACTIVITY SHEET
- checkbook and balance sheets

Procedure:

1. Have students plan some form of recreation for their entire family. Students must choose two forms of entertainment: one that costs money and one that is free.
2. Discuss what things families might be interested in doing together. This list might include going to a movie, eating out, going to the theater, biking, hiking, or going to the public library.
3. Make sure that the list includes a variety of activities. Some should cost money, and some should be things one can do for free.
4. Have students fill out the ENTERTAINMENT/ACTIVITY SHEET.
5. This activity should be done twice a month.
6. When money is involved, checks should be written.

Evaluation:

Students will have done well if they accomplished the following:

- correctly filled out the check to pay for entertainment
- accurately deducted this amount from their balances

Extensions:

1. Students could make graphs of the types of activities members in the class enjoy doing and the amount of time spent on these activities.
2. Students could compile their own list of "Free Things To Do In Our Area."

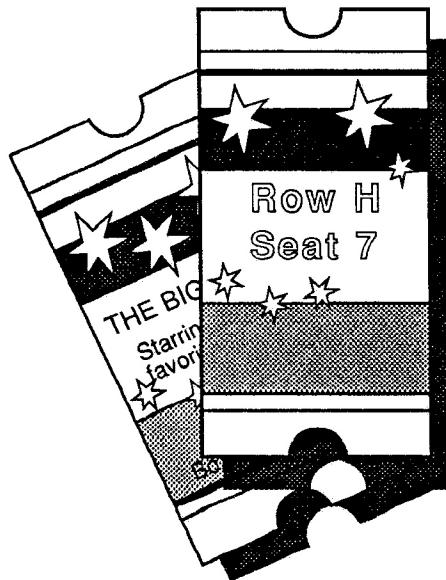
Entertainment and Activity Sheet

for the month of _____ 19_____

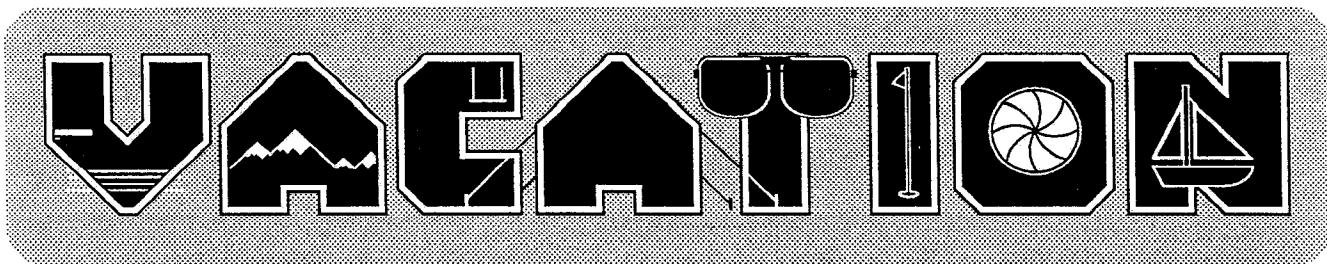
I will choose to do the following with my family for fun and entertainment:

A. Free Activity

B. Cost Activity



To do this will cost **each** member of my family \$ _____.



Activity 9: Paying for Paper/Health/Hygiene Items

Objective:

Students will be able to do the following.

- recognize the added cost that paper products and health supplies bring to a grocery bill
- purchase these items

Materials:

- make a copy of the PAPER PRODUCTS/HEALTH SUPPLIES SHEET for each student
- transparency of this sheet
- overhead transparency, pens
- newspaper ads of these products

Procedure:

1. Introduce the fact to your students that, so far, food purchases have not included buying paper products and health supplies. Tell your students that these items are often bought at the grocery store and should be included.
2. Using newspaper ads, usually the same ones used for food purchases, do a class purchase of paper products and health supplies needed for the home, using the form provided.
3. Have students write the check and deduct the amount from their bank balance.
4. Do this activity once each month.

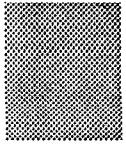
Evaluation:

Students will have done well if they accomplished the following:

- located the various items to be purchased from the ads
- filled out the PAPER PRODUCTS/HEALTH SUPPLIES SHEET
- correctly written out a check to cover this amount

Extensions:

1. The quantity of items to be bought can later be changed according to family size and need. Students could be asked to use the quantities listed on the sheet for the first month, with an assignment to check out how much their family actually uses of each product in a given month. This new figure could then be used in subsequent months.
2. Students may add other supplies to the list.



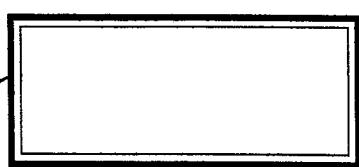
Paper Products and Health Supplies Sheet

Name: _____ Date: _____

Item	Quantity	Price
toilet paper	8 rolls	
Kleenex tissues	2 boxes	
paper towels	2 rolls	
napkins	1 box	
hand cream	1 jar/bottle	
shampoo	1 bottle	
conditioner	1 bottle	
toothpaste	1 tube	
aspirin	1 bottle	
hand soap	2 bars	
dish soap	1 bottle	
sponges	4	

Other items

-
-
-



Total Cost



Activity 10: Reconciling the Checkbook with the Bank Statement

Objective:

Students will be able to do the following:

- reconcile their balances with those on their monthly bank statements

Materials:

- processed student checks and deposits
- bank statements
- balance sheet transparency
- overhead and pens

Procedure:

1. At the end of the month, pass out the students' canceled checks and their current balance, according to your figures.
2. Have students go through and mark each check that has been canceled as well as each deposit that has been recorded. (**Note:** In CHECKBOOK all checks will have been processed so students need to note the service charge, subtract that from their balance, and determine if that figure agrees with the bank balance. If not, students will need to go through their figures to find the error.)
3. When students have their ending balance agree with the bank statement, give them a new balance sheet.
4. Have them fill in the name of the next month. On the first line have them write the ending balance from last month in the "Balance Forward" column at the top.
5. Explain they are now ready to begin the next month's sequence.
6. You may want to collect the canceled checks and old balance sheets to store for the students.



Evaluation:

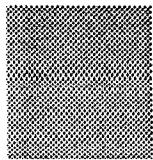
Students will have done well if they have accomplished the following:

- correctly balanced their checkbooks
- reconciled their checkbooks with their bank statements
- filled in their new balance sheets to start another month



Extensions:

1. You may want to post the job of bank teller on a Help Wanted Board (see Other Applications and Extensions). A qualified student could then be trained to operate the bank statement program.
2. If, after several months students are working accurately and are having little difficulty balancing their checkbooks at the end of the month, you may want to introduce the idea that typically not all checks are cleared at the end of the month. Hold back two or three checks when processing statements and explain that these amounts need to be subtracted from the statement balance to match the checkbook balance.



Appendix 1:

Job Application Form

Directions: Answer all questions below completely and neatly.

Name: _____

Address :

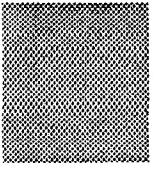
Job you are applying for: _____

Your qualifications (why you would be good at this job):

Return your **completed application** to your teacher, who will forward it to the appropriate interviewer.

Appendix 2:**Every Day Living Cards-1**

You decide to contribute \$20.00 to the United Fund.	You receive \$50.00 as a birthday present.
Your busy schedule convinces you that you need an answering machine. Pay Radio Shack \$105.00.	You lost your VISA card and forgot to notify them within 48 hours. Pay the first \$50.00 for unauthorized purchases.
Your TV blew a picture tube and the Super Bowl is on tomorrow. Pay \$300.00 to K-Mart for a new TV or do not watch TV for one week.	You spilled a can of paint on the rug. Cleaning will cost you \$65.50, payable to Weener's Cleaners.
You owe the IRS \$125.00 in income tax.	You are taking a date to dinner. Pay Jose's Mexican Restaurant \$25.00.



Appendix 2:

Every Day Living Cards-2

You are heading to the ski slopes for a fun day of skiing. Budget \$75.00 for food, tickets, and rental.

If you own a car: You got ticketed for running a red light. Pay \$50.00 to the city treasurer.

You borrowed your friend's VCR and broke it. Pay \$90.00 to Team Electric for repairs.

A friend has a birthday coming up. Spend \$25.00 and buy something nice.

If you own a car: Pay \$200.00 for new tires.

Your brother's birthday is tomorrow. Spend \$25.00 and buy something he will really like.

If you own a car: Tune-up and oil change will cost you \$35.00. Pay George's Garage.

Your sister's birthday is next week. Spend \$25.00 and buy something she will really enjoy.

Appendix 2:**Every Day Living Cards-3**

You need to order new checks.
Pay the bank \$9.50.

Relatives from out of town are staying with you for the weekend. You will need to spend \$65.00 extra for food.

Your house was broken into and your stereo was stolen. Replace it with one of your choosing, and pay for it out of your checking account.

You just won \$5.00 in the lottery!

Library books were overdue. Pay a fine of \$1.75.

You need to have your wool clothes dry-cleaned. Pay \$45.50 to Sunshine Cleaners.

The fair is this week! Take the family and spend all of the \$30.00 you budgeted for it.

You receive an income tax refund of \$225.00.

Appendix 3:**HEALTH CARDS-1**

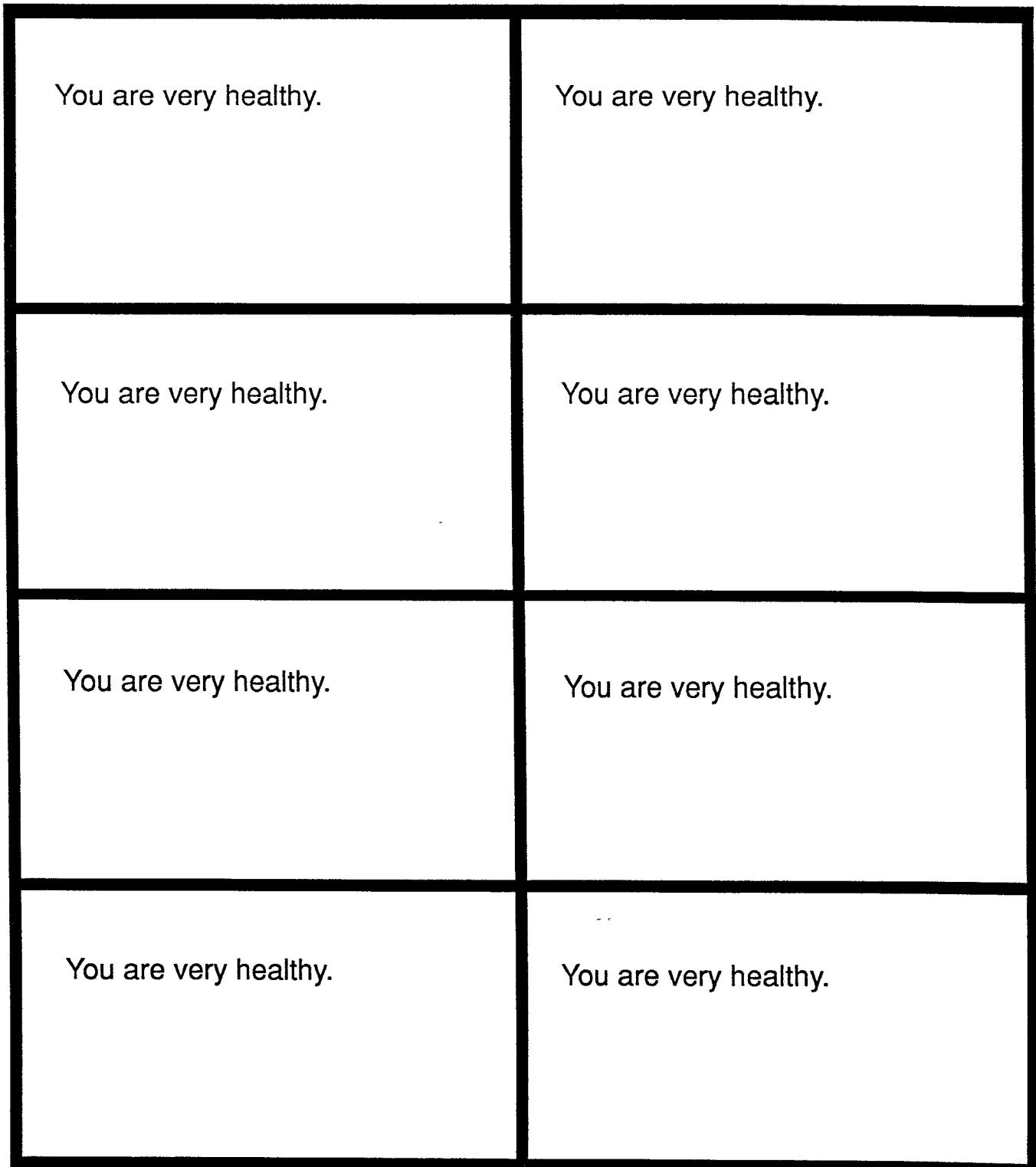
(Use with Activity 4)

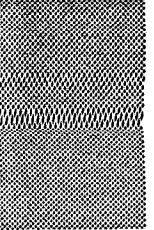
You are very healthy.	You are very healthy.
You are very healthy.	You are very healthy.
You are very healthy.	You are very healthy.
You are very healthy.	You are very healthy.



Appendix 3: **HEALTH CARDS-2**

(Use with Activity 4)



 Appendix 3:

HEALTH CARDS-3

(Use with Activity 4)

You are very healthy.	Your father asked you to help make dinner for your mother, who was tired. But you were careless with the knife and cut yourself severely. You had to go to the doctor and pay her \$35 to sew up your cut palm.
You are very healthy.	Having a pet can be expensive. You had to take your rabbit to the vet to get his torn ear treated. Pay your vet \$25.
You are very healthy.	Your fluoride treatments didn't stand up to all the sweets you have been eating. Your dentist had to fill the first cavity ever found in your teeth. Pay your dentist \$40.
You are very healthy.	You have just had an asthma attack. Pay the hospital \$175 for emergency room treatment.

Appendix 3:**HEALTH CARDS-4**

(Use with Activity 4)

A neighbor's dog bit you while you teased it. Pay your doctor \$100 for five stitches in your leg.

Treehouses are great! But you missed a step on the ladder getting down. Now you are the dubious owner of a broken arm. Pay \$250 for treatment.

While playing baseball, you were hit by a flying ball. It hit you in the eye. Luckily you were not seriously injured. Pay \$30 for your visit to your doctor's office.

Skateboards are fun, but they can also be dangerous. Your two elbows are evidence of that. You fell down and skinned them pretty badly. Pay \$30 for treatment.

Wilderness camping has left you with a bad case of poison ivy. Pay \$50 for the office visit and the medicine to clear it up.

A member of your family needs antibiotics for their ear infection. Pay your drugstore \$27.

You never thought this would happen, but you took a tumble off your bike. You need to pay the doctor \$54 for cleaning out the gravel that was embedded in your leg.

A member of your family has strep throat. Pay your pharmacy \$19 for medicine to treat it.